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ABSTRACT

Forty participants were selected from over 200 applications for this summer institute on the basis of their ability to influence the research effort of their school district. The major objectives of the institute were to improve the research skills of school administrators, to heighten their interest in research, and to provide information about recent developments in educational research. The program offered 12 2-week modules on such topics as statistics, measurement, learning theory, computers, research design, and educational psychology, from which each participant selected six. A total of five graduate credits were given for successful completion of the program. An evaluation of the institute by the participants was provided through the use of a questionnaire. This evaluation indicated that the participants felt the objectives of the institute had been reached. (The application forms and evaluation questionnaire are included.) (RT)

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FINAL REPORT

Grant No. 144-6781

SCHOOL ADMINISTRATORS INSTITUTE FOR EDUCATIONAL RESEARCH

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November 8, 1966

U.S. DEPARTMENT OF
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Bureau of Research

SP004045

School Administrators Institute for Educational Research

Grant No. 144-6781

W. G. Katzenmeyer

June 20, 1966 - August 13, 1966

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University of Wisconsin

Madison, Wisconsin

SP004045

Orientation of Program

An eight week institute in educational research was held for practicing school administrators at the University of Wisconsin, Madison, Wisconsin from 20 June 1966 to 13 August 1966. This institute was funded under P.L. 83-531, Section 2 (b), as amended by P.L. 89-10, Title IV. This report describes the establishment, conduct, and evaluation of this institute.

More than 200 applications were received, but only forty persons could be selected as participants. Therefore, it was necessary to establish certain criteria to be used in the selection process. The following criteria were established:

1. The applicant must be in a position to influence the research effort of his school district.

2. The applicant should not be so close to retirement age that he will be unable to exercise leadership over a period of time.

3. The applicant must be capable of learning and applying the skills and knowledges to be developed during the institute.

4. A broad geographical representation was desirable.

5. Only one applicant from a school district would be accepted.

6. A personal statement on how the institute would enhance present and future positions in education was to be submitted.

On the basis of these criteria the participants were selected. The application of each candidate was reviewed by three independent judges, and each judge rated the applicants. From these ratings of the independent judges a composite rating was obtained and the persons with the highest ratings were selected as participants. (Sample application criteria is attached. See Appendix A)

The objectives of any program provide guide lines for evaluation of the program as well as a frame of reference for the conduct of the program. It is therefore important that the objectives of this institute be enumerated and clearly stated before any evaluation can take place.

1. To heighten the research interest of practicing school administrators.

It is not to be expected that practicing school administrators will forsake their present duties in order to do research. These persons are generally highly educated to administer schools, to initiate programs, and to evaluate these programs. In varying degrees, each school administrator has an opportunity to make educational decisions which can affect the entire instructional program. It is to be hoped that these decisions will be made on sound edcational grounds..Thus, a knowledge of the research in education, as well as an ability to read the research literature and be able to interpret it, can provide a useful foundation for making educational decisions.

2. To enhance the research skills of practicing school adminsistrators.

Although this institute was not an attempt to re-train school administrators in order to make them educational researchers, a fundamental knowledge of the skills of research are needed in order to become a better consumer of research. Moreover a realization of this objective should help provide an improved climate for educational research in public schools. There can be little doubt that a great deal of research will be carried out in public school settings and the cooperation of the school administrators will be necessary.

3. To provide information about recent developments in educational research.

Many programs of formal study for school administrators provide minimum instruction in educational research and the tools of research. Even in schools which emphasize research, it is usually "administrative research" rather than general educational research. Administrators who have been out of school for several years may have need to review some of the more recent developments in education.

These objectives recognize that the school administrator determines, to a large extent, the research activities in his school district. This institute not only attempted to increase the research skills of practicing school administrators, but also attempted to assist them in making educationally sound decisions based on research as well as increasing their commitment to educational research.

Description of Program

The program consisted of two parallel units (1) instructional experiences and (2) practicum experiences.

The research experiences were arranged in instructional modules of two weeks duration. Each participant was involved in two modules for each two week period. Thus, at the end of the institute each participant has an opportunity to be exposed to eight different areas. The modules which were offered will be described more fully in a later section of this report.

Each participant was encouraged to spend a portion of each day in applying the skills and knowledges of the instructional modules to his job experiences. This experience was under the supervision of the total staff, and participants were encouraged to consult with individual staff members. The development of proposals, questions of research design, evaluation and use of appropriate statistics, and where to obtain support for the project are examples of the practicum experiences.

During the first week of the institute, the staff recognized the need for some unstructured sessions with the participants. In collaboration with the participants, one evening a week was set aside for these informal meetings. These sessions not only provided an opportunity to know the participants better, but provided the time to discuss new developments. In some instances, the participants themselves presented some of the creative ideas they were attempting to carry out in their own schools, while other sessions were devoted to resource people who provided information regarding the Research and Development Center at the University of Wisconsin as well as where the other Centers were located and what they were doing. Discussions also centered on the regional laboratories and the relationship between the laboratories and the centers. These sessions allowed for disussion of the new resources which are or will be available to assist the educational practitioner.

Instructional Modules

The instructional program of this institute was taught in modules of two weeks duration. The modules offered and the objectives of each module are listed below.

Elementary Statistics

This module provided an introduction to statistical method. The statistics taught were descriptive statistics--frequency distributions, mean, median, measures of dispersion, and correlation. The purpose of the module was to make the participants better consumers and to this end, a great deal of empha-

sis was given to comprehending statistics and recognizing the limitations of statistics.

Intermediate Statistics

This module was built on the preceeding one. Again, the emphasis was on comprehension. In this module, inferential statistics were studied--probability, sampling theory, parametric and non-parametric techniques. Among the statistics studied were: t-test, chi-square, analysis of variance, and analysis of co-variance.

Research Design

The purpose of this module was to provide a basic frame of reference for the participants. In keeping with the objectives of the institute, the emphasis was on understanding educational research. Some of the topics discussed in this module were: meaning of research, the nature of educational research, function of educational research, place of a theory in research, evaluating educational research, historical and descriptive research, experimental designs, and how to devise and utilize research instruments.

A practical experience was provided by having the participants read and critique four articles appearing in research journals. This activity, it was hoped, would make them more intelligent consumers of educational research.

Learning Theory

The curriculum for the module on Learning Theory was divided into two fundamental areas: (1) an overall examination of the concepts which have been formulated relative to learning and (2) the development of specific educational projects utilizing learning theory as a basis for development.

Area one was presented very much as a reconciliation and amalgamation of the many views of learning put forth by researchers and theorists over the past several decades. Emphasis was placed on the identification of commonalities in Learning Theory with the result that the course contact distilled out to be directed toward a comprehensive group by the student of the "Associationist, S-R, Reinforcement" learning camp and the "Field Theory-Gestaltist" position.

Area two was designed to provide an operational ground for students to check their abilities in relating theory practice. Project feedback enabled the class to engage in dicussions of the ideas for action.

Measurement

The purpose of the instructor for this module was to assist the institute participants to recognize situations in which

measurement procedures will be of benefit, to evaluate existing measuring instruments and devices for these purposes, and to modify the existing instruments or construct new ones if those available are not adequate for the desired objective.

To this end, the material presented covered: item writing, evaluation, procurement of adequate norms and sampling groups, computation and interpretation of item statistics, interpretation and use of test statistics, presentation and interpretation of test scores and norms, and study of development and use of existing, published, standardized instruments as they are described in current literature. Provision was also made for discussion of individual problems presented by the institute participants.

Systems Analysis in Education

Specific attention was given to two system models; the social system model as described by Parsons and elaborated by Getzels and Guba in relation to the school system and the economic system model of efficient production contained in most basic economic texts and elaborated in recent years by the application of automatic data processing equipment in business and industry. Approximately one week was devoted to each of these two system models. Specific attention was directed to the application of each model as a theoretical framework for research in school systems. Each student was required to write a paper in which he discussed the application of one of the two models to a specific program in his school system.

Research Administration

The research administration module was directed primarily to the writing of proposals for research and program development. Specific attention was directed to the major components of a research proposal; the problem statement, the review of related research, the objectives of the proposal, the procedure to be employed (population of sample, design, data and instrumentation, analysis of the data, and time schedule), the personnel and facilities to be involved in the research and the budget for the project. The class was conducted as a seminar with discussion directed to the proposals being developed by individual members of the class. Members of the class presented their ideas for constructive criticism designed to improve the final proposal each student prepared.

Introduction to Computers

The section on data processing is designed to provide the participants with such basic information as will enable him to understand the application of data technology to educational problems, to determine areas of potential application and to successfully administer the development of a systematic approach to data handling. The total systems approach will be emphasized.

Outline

I. Data Processing History
II. Unit Record Equipment
III. The Computer
IV. Systems Analysis
V. The Total Systems Concept

Computers in Education

This module was correlated with "Introduction to the Computer". The basic uses of data processing were extended to apply to the field of education and especially problems related to educational administration. The potential uses of the computer inareas such as attendance, scheduling, grade reporting, testing, and business management were developed. Areas such as schedule development and the flexible and modular schedule were described in order that the participants might be aware of the technical possibilities involved in these new innovations in scheduling.

Administrative Behavior

The module on Administrative Behavior dealt with the presentation of general theories of administration, including systems theory, decision theory, and social systems theory. Particular emphasis was given to social systems theory through lectures and discussions dealing with role expectations, value orientations, personality dispositions, and interpersonal perception. As a vehicle for analyzing each participant's administrative behavior, UCEA simulation materials were utilized. Participants responded to the in-basket situation and subsequently spent time in small groups analyzing their in-basket responses. In addition, recent research regarding administrative behavior was critiqued and analyzed.

Institute Staff

The staff for this institute were selected primarily on the basis of their teaching ability. Since the institute was fundamentally concerned with development of skills, knowledges, and attitudes, it was felt that effective teachers were the key to the success of the institute. The staff menbers for this institute were:

Dr. William G. Katzenmeyer - Director of Institute
Director, School Information System
University of Wisconsin
Madison, Wisconsin

Dr. Richard Rossmiller - Ass't Director of Institute
Associate Professor of Education
School of Education
University of Wisconsin
Madison, Wisconsin

Dr. James Lipham
Chairman, Department of Educational Administration
School of Education
University of Wisconsin
Madison, Wisconsin

Dr. John Helling
Assistant Professor of Education
School of Education
University of Wisconsin
Madison, Wisconsin

Dr. Don Francke
Associate Professor of Education
Marquette University
Milwaukee, Wisconsin

Dr. Bert Greene
Professor of Education
College of Education
Eastern Michigan University
Ypsilanti, Michigan

Mr. Frank Fox
Graduate Assistant
School of Education
University of Wisconsin
Madison, Wisconsin

Dr. Robert Clasen
Assistant Professor of Education
School of Education
University of Wisconsin
Madison, Wisconsin

Description of the Participants

This section of the report will provide data which describes the participants in the institute. Table 1 presents information related to the age of the participants.

Table 1

Age of Institute Participants

Age	f	Age	f
55 -	2	40 - 44	8
50 - 54	4	35 - 39	9
45 - 49	8	30 - 34	7
		25 - 29	2
			40

Total
Mean = 43.1

From this table, it can be seen that the mean age of the institute participants was 43 years of age. Although this is not an exceedingly young group of participants, this figure is not out of line with the length of time it takes one to become an administrator. This average age was in keeping with one criterion for selection, that is, the participant should be young enough to be able to implement and utilize his learning experiences in the institute. In this regard, the average age of the participant is not unusual.

Table 2 contains data on the region of the country from which the participants came.

Table 2

Region of the Country

Region	f
Far West	9
Mid West	22
South	4
Mid Atlantic	3
East	2
Total	40

This table presents an interesting portrait of the regional distribution of the institute participants. It can be seen that the Mid West appears to be over-represented in the population of participants. However, it was earlier noted, that no application were received from major city school districts. Therefore, these regions (East and West Coasts) appear to be under represented. Still another factor must be kept in mind in viewing this table. The criteria for selection excluded many fine candidates because they were from the same school districts as some of the participants. An attempt to obtain broad geographical representation was only one of the criterion measures. It would be interesting to compare this table with data relating to the number of applications received from each region of the country. Unfortunately, these data are not readily available in useable form.

Marital Status

Among the participants for this institute were three (3) members of a religious order. These members, because of the nature of the religion, were unmarried. All other members of the institute, with one exception, were married.

Credit for the institute

Under the provisions of the grant all University fees for participants were waived, and the participants were given the opportunity for obtaining five (5) semester hours of credit from the University of Wisconsin. Of the forty participants, thirty-four took advantage of this opportunity and six did not.

Present position

Since this institute was conducted solely for school administrators, all of the participants held some administrative position. Table 3 provides the present position of the institute participants.

Table 3

Present Position Held By Participants

Position	f
Acting Supt.	1
Ass't. Supt.	1
Director of Curriculum	1
Director of Research	2
Director of Federal Projects	1
Data Processing Supervisor	1
Consultant, educ. agency	4
Secondary principal	17
Elementary principal	8
Ass't. principal	3
Total	40

The distribution found in Table 3 is an interesting on to examine. It appears that the greatest response to the invitation to become a member of the institute is found among principals, especially secondary school principals. This is no surprise in view of the fact that more applications were received from secondary principals than from any other administrative group. The reason for this is not clear from the data and one can only speculate about this fact. One factor which might account for the fact that no superintendents applied lies in the fact that most superintendents ar employed for the calendar, rather than the school, year. Thus, it would be extremely difficult for them to get away for two months to attend a workshop. This factor might also be operating in the larger school districts. It was clear, from discussions with the participants, that administrators had a difficult time getting away from their jobs for two months.

It might be noted that during the course of the institute several participants changed positions. One participant, who is listed as being a secondary school principal became the Director of Curriculum diring the course of the institute while one of the elementary principals became an assistant superintendent. If there were other changes, these were not made known to the institute director.

Teaching experience

The amount of teaching experience necessary before one becomes an administrator varies with the local school system. Table 4

holds the information pertaining to the teaching experience of the institute participants.

Table 4

Years of Teaching Experience of Participants

Years of experience	f
22 - 24	1
19 - 21	0
16 - 18	1
13 - 15	2
10 - 12	4
7 - 9	11
4 - 6	12
1 - 3	9
Total	40
Mean = 6.8	

It can be seen in this table that the mean years of teaching experience is almost 7 years. A comparison of this table with Table 1 (age of participants) provides a more complete understanding of why the average age of the participants was 43 years. If one considers that it took the participants an average of 7 years before they were appointed to administrative positions, it can be seen that this appointment come to a person in his late 20's or early 30's.

Additional information, to further clarify this issue, can be found in Table 5 which presents data on the number or years of administrative experience of the participants.

Table 5

Years of Administrative Experience

Years	f
19 - 21	4
16 - 18	2
13 - 15	3
10 - 12	4
7 - 9	7
4 - 6	13
1 - 3	6
Inap.	1
Total	40

Mean = 8.5 Median = 7.3

The information in this table coupled with the data in Tables 1 and 4 clarify the reason why the average age of the participants was 43 years. All of these tables indicate that a person who begins his teaching career at age twenty-five would be forty years old when appointed to an administrative position. Of course, these data reflect, in part, a condition of earlier years when a person spent many years in education before being appointed to an administrative position.

Previous formal education

Since this institute was concerned with educational research, an examination was made of the previous record of formal education in several related areas. Table 6 contains the data pertaining to the number of graduate hours in statistics, research, and measurement, taken by the participants prior to entering the institute.

Table 6 (See next page) supports the contention made earlier that the formal education of administrators is generally weak in the area of research. This, in fact, was the justification for the proposal and the significance to education for this type of institute.

If this table accurately represents the amount of formal education of administrators, then it can be seen that the participants were given more work in one eight week summer session than the total formal educational experience. In terms of semester hours alone, the participants were able to earn five hours as compared with an average of four hours. Furthermore, some of the modules offered in this institute are not yet a part of the formal education of administrators.

For example, systems analysis and work with the computer, both of which were offered in the institute, are still part of the coming "revolution" in education. Some of the modules in this institute are in the forefront of educational change.

Table 6
Graduate Hours in Statistics, Research, and Measurement

Hours	f
14 - 15	1
12 - 13	2
10 - 11	0
8 - 9	5
6 - 7	6
4 - 5	4
2 - 3	10
none	12
Total	40

Mean = 4 Median = 3.3

By way of comparison, information was gathered on the number of graduate hours earned by the participants in educational administration. These data are presented in Table 7.

Table 7

Graduate Hours Earned in Educational Administration

Hours	f
65 -	1
60 - 64	1
55 - 59	0
50 - 54	0
45 - 49	1
40 - 44	1
35 - 39	0
30 - 34	5
25 - 29	3
20 - 24	6
15 - 19	6
10 - 14	5
5 - 9	10
0 - 4	1
Total	40

Mean = 20 Median = 17.8

From this table, it can be seen that administrators appear to have had a relatively great amount of formal course in administration. In some universities, this amount constitutes one-third of the doctoral degree. When one recognizes that only one of the participants had obtained his doctorate (although three were actively pursuing it) this figure is quite surprising. It is possible to conclude that when administrators return to school, they select additional courses in administration.

Evaluation of the Institute

The evaluation of the institute was accomplished by asking the participants to complete a questionnaire (see Appendix A). The responses obtained on this questionnaire form the basis of this section of the report. Data relating to the individual and educational traits of the participants have been presented in the previous section. Much of this data is also relevant to this section, as it concerns evaluation of the project.

In an attempt to assess the degree to which the instructional program achieved the objectives, the following question was asked:

> What aspects of your work situation do you feel you can improve as a result of this experience?

The responses, as one might predict, varied over the broad range of educational research. Table 8 portrays a frequency distribution of the responses to this question.

From table 8 (see following page) it can be seen that the participants felt they had gained skills which indicate that most of the objectives of the institute had been reached. Furthermore, some additional personal goals of the participants were also met. Perhaps this can best be seen in some of the statements made by the participants in answer to this question. One participant said:

> I feel I will have a more living concern for research; will be better able to interpret or understand the researcher's process, problems and results; will read more current research and hopefully apply it; will be conscious of the need to check and compare our current methods of procedure - in other words, look for topics for needed research; will perhaps do a little research or encourage staff members and colleagues to do research.

Another participant wrote:

> An awareness of, a start toward and a point of departure, in further use of statistics....A toehold or foot in the door for research technique - first time in 30 years research gets status in my experience.

While still another stated:

> I am much better qualified for my position and have more confidence in my approach to research

TABLE 8

ASPECTS OF THE WORK SITUATION WHICH CAN BE IMPROVED AS A RESULT OF THE INSTITUTE

Aspect	f
Will be better able to understand and analyze research	12
Will be better able to design and conduct systematic studies	11
Will be better able to evaluate educational programs	7
Will be more aware of myself and my job responsibilities	6
Greater understanding of computers and data processing in education	7
Will have a greater appreciation of and feel more at ease with statistics	6
More awareness of the need for research workers	5
Ability to create and interpret tests	4
Will be able to write proposals	4
Work more effectively with teachers and project directors	2

*These frequencies add up to more than 40 because participants were not limited to one response

and test interpretation. Therefore, self-improvement has come about as a result of this experience. This will be reflected in my work.

These statements are indicative of the comments made by the participants. They reflect an increased awareness of educational research as well as a beginning toward the development of the skills needed to do research. Perhaps more than anything else this experience has enhanced and heightened the research interest of these participants.

One area of great concern was the perception of the participants in terms of some of the things they should have had during the institute, but which were not offered. In other words, did the participants get what they come for or did they expect something which was not offered. The answers to this question ranges over a broad area and covered such topics as: more group work, participants would be required to do at least one project, more time with the computer, more student interaction and discussion, more application of training to job situations, more reading time, more investigation to justify administrative action and decisions, and more time to practice new skills.

Some of these apparent weaknesses are the result of an attempt to individualize the program as much as possible and to "tailor" the afternoon sessions to the needs of the participants. On the otherhand, some of these statements indicate an expectation beyond the scope of the institute ("more investigation to justify administrative actions and decisions") while others shift the responsibility from the participant to the staff (More time for reading).

A few examples, representative of the comments, might be helpful at this juncture. One participant wrote in response to this question:

> Research suggestions regarding help in grouping students in secondary schools.
> Research help on the best racial balance for optimum results
> Help for greater understanding of human behavior-staff and pupils.
> The new interpretation of the present day administrator - the modern concept of actually administering

Another participant indicated:

> Evaluation of administrative behavior
> Evaluation of teaching
> Review of methods of teaching

While still another stated:

> I would like to have gotten more specific information in ways in which data processing might be currently used in our specific school situation, especially in guidance, testing programs.

While these comments reflect perceived needs of the participants, they were clearly beyond the scope of this institute. One is moved to ponder these comments in view of the stated purpose of the institute (which was given in the brochure describing the institute.) Furthermore, one might speculate whether these desires can ever be met in an academic, or even a practical, setting. That they exist cannot be denied; that they can be accomplished is questionable.

Another problem might be noted at this point. Within the application was a question asking why the applicant wanted to come to the institute and what he felt he could gain. The answers to this question were used in making the selection of the participants. Shortly after the institute began, a questionnaire was distributed which asked essentially the same question. It was quite surprising to note the marked differences in the responses. Whereas in the application the candidate responded in terms of the need for educational research skills, in the questionnaire given, once the participants arrived, the answers given were of a more social nature. That is, the participants wanted to meet with other administrators to find out what they were doing in their schools.

Although this fact is not surprising in itself, it did mean that some portions of the institute had to be modified. It was for this reason that the evening sessions were initiated. However, in future institutes, the reasons given by applicants should "be taken with a grain of salt."

In general, many helpful suggestions were obtained from the participants in answer to this question. Some of these suggestions will be incorporated in another institute.

To ascertain whether or not the instructional program of the institute met the objectives of the participants, a question "Did the institute meet your objectives? In other words, did you get what you came for?" was asked.

Not a single participant answered this question in the negative. Without a dissent, this question got a favorable response. However, one or two participants indicated that they had hoped for much more, although there was no indication anywhere on the questionnaire as to what that more should have been.

Once again, the words of the participants reveal, quite vividly, their reactions. One participant wrote:

> Yes! I needed a statistical review and a new emphasis on research in education. The computer and its implications in education and research was a <u>real</u> eye-opener!

Another indicated:

> Yes, I feel it did <u>very well</u>; but I feel it could have done much better. Yet, I believe I took away more benefits that I'd anticipated.

Still another stated:

> I definitely got more than I envisioned I'd get. Work in <u>Education</u> had been, at least for me, rather repetitive, tedious-so far. This institute's objectives were understandably stated and happily achieved.

These statements corroborate the claim that the objectives of the institute were achieved. Staff perception was unanimous that this institute "delivered what was promised." I believe it is safe to conclude that the institute was successful in reaching its stated objectives.

<u>Strengths and Weaknesses</u>

In order to provide a realistic evaluation, the participants were asked to indicate the specific strengths and weaknesses of the institute.

This is perhaps the most difficult area to identify and handle objectively. It is no mere excuse to note that we were working with forty professional, but unique individuals. Thus, what for some participants appeared to be weaknesses, other participants indicated these as strengths. For example, some participants felt that too many modules were offered and this was noted as a weakness, while others indicated that the variety of modules available was one of the strengths of the institute. Some participants criticized what appeared to them to be poor planning, while others applauded the amount of flexibility. Still another example is the fact that some participants felt the modular plan forced them to take more than they wanted or felt they could absorb, while others saw the modular plan as a strength. Some of the participants indicated that staff was unavailable, while others felt the staff "really extended themselves to be helpful" and available.

In view of these contrasts, it is difficult to point to specific weaknesses in the program. There is no single issue or point that appears as a consistent weakness.

On the other side of the ledger, one factor appears again and again on the responses of the participants in relation to the specific strengths of the institute. The major strength of the institute, as revealed by an examination of the questionnaires, was the quality of the teaching staff. One participant wrote:

> Three aspects of the institute strengthen it; the teaching, the subject matter and the pupils needs and interests in the subject matter.

Another participant, when asked to indicate the strengths, said:

> ...human professors who were one of us not one above us.

while still another participant indicated:

> Teachers-well-chosen for their teaching area; interested in the administrators who came to the institute; patient with slow learners.

Each participant was asked to evaluate each module he had taken in terms of the quality of instruction and the value of the module. Data relating to the quality of instruction in each module can be found in Table 9. This table provides a broad overview of the perceptions of the participants regarding the quality of instruction.

Although the participants rated Current Topics quite low, this appears to be a reaction to their disappointment that this area was presented for only one week. The second week was devoted to working with specific staff members. In all honesty, there was some confusion relating to this module. The director had made arrangements for this module to be handled, but did not know that the staff member was available for only one week. Thus, at the last moment, it was decided to have the participants work with individual members of the staff

for the second week of this module.

On the other hand, it can be seen that the participants liked several of the sessions and said as much. There can be little doubt that this module will have to be carefully re-considered in future institutes.

With the exception noted above, each of the modules received fairly high evaluations in terms of the quality of instruction. It can be safely concluded that the staff's ability to relate complex and complicated concepts to practicing administrators was highly satisfactory.

Still another dimension of the evaluative process was obtained by asking staff menbers to comment on their perceptions of the institute. Without exception, the staff felt that the participants were eager, anxious for information, highly intelligent, and competent, and industrious.

Although most of the staff presented information in the traditional classroom manner, the atmosphere between staff and participants was friendly and informal. In addition, the afternoon consulting sessions provided a unique opportunity to get to know the participants well.

Each staff member was asked to assign grades for the modules taught since all but three of the participants desired to take the institute for credit. The results show that many more A's than B's were assigned. In fact, several staff members commented that this particular group of participants performed more ably than the graduate students who took their couses during the year. They felt that this was due to the motivation of the participants who came to develop skills and gain knowledge rather than to take another course leading to an advance degree.

From the staff's perspective, this institute was quite successful in providing the participants with a meaningful experience and a beginning toward the development of some of the skills needed in research. Perhaps more important, was the development of an attitude toward research and researchers that generated during the institute.

It was noted earlier that each participant was also asked to evaluate the modules in terms of the value each module held for the participants. These data can be found in Table 10.

Here it can be seen that with the exception of Current Topics all of the modules received fairly high evaluations. In fact, a comparison of Table 9 with Table 10 will show a close relationship between tha quality of instruction and the value of the module. There can be little doubt that the quality of instruction is positively correlated with the perceived value of the module.

Summary and Conclusions

The School Administrators Institute in Educational Research was held at the University of Wisconsin, Madison, Wisconsin from 20 June 1966 to 12 August 1966. Forty participants were selected from over 200 applications.

The major objectives of this institute were: enhancement of research skills of school administrators, heightening the interest in research, and providing information about recent developments in educational research. To meet these objectives, an instructional program to provide maximum flexibility and variety was instituted. In modular form, with two weeks for each module, the participants were provided an opportunity to study in twelve different areas.

An evaluation of the institute on the part of the participants was provided through the use of a questionnaire. This evaluation indicated that the participants felt that the objectives of the inatitute had been reached. The major strength of the institute was the quality of instruction. This factor appears to be positively and highly correlated with the value the modules held for the participants.

In conclusion, it is the general opinion of the participants and the staff that this institute was a success. Almost with out exception, the participants felt they had experienced an interesting and rewarding summer session.

Recommendations

1. In order to fully evaluate this institute it would be necessary to wait until the participants returned to their jobs to see if they employed some of the skills they had learned. If this institute had any merit, it would be expected to influence the behavior of administrators. Therefore, it is recommended that a follow-up study be conducted to determine the extent to which the skills and knowledges developed in the institute are being used by the practicing administrators who were participants in the institute.

2. The institue was, for many participants, the beginning experience in educational research. Many participants had begun to design research proposals, and by the end of the institute these proposals were at varying stages of development. Some participants had completed the proposal and were prepared to initiate the research, while others were still trying to design the research. Almost all of the participants expressed a desire for consultant help from staff members during the year. It is recommended that the budget of future institutes provide resources for consultant help during the school year following the institute.

3. Although the purpose of this institute was not an attempt to re-train practicing school administrators and make them into educational researchers, many participants expressed a desire to continue to develop research skill. It might be fruitful to explore the possibility of continuing the educational experience begun this summer. It is therefore recommended that an exploratory study be undertaken to determine the practicality of providing a continuing training experience that covers more than one period of time.

4. It was noted that there were no school superintendents among the participants of this institute. One possible explanation was that administrators could not get away from their jobs for two months. Some of the participants noted that they had difficulty getting away for this length of time. It is recommended that institute directors explore the possibility of providing these educational experiences in other ways. It might be possible to offer one module a week and then allow administrators to return to their jobs for a month before bringing them together for another module. Or it is possible that a shorter period of time would be more fruitful for those who could not get away for two months.

5. Staffing, as seen by the reports of the participants, is the key to a successful institute. However, the problem of staffing is greater than it might appear. One of the major difficulties is that staff members who teach during the summer session are often responsible for only two courses. This means that they teach approximately two hours per day. However, when they participate as staff members in an institute such as this, they are expected to be available for consulting sessions as well as teaching in the institute. The difficulty obtains due to the fact that although staff are required to give freely of their time, the regulations governing the conduct of the institute do not provide for paying staff beyond the regular summer session salary.

This approach is entirely unrealistic. Either some provisions should be made to pay staff salaries commensurate with the time demanded of them, or additional staff should be hired. In terms of the continuity of the educational experience, it seems that the first alternative is preferred. Therefore, it is recommended that <u>staff salaries be carefully considered in the budget of future institutes</u>.

Program Reports

1. Publicity The institute was publicized primarily through means of an announcement. A copy is attached for study. This announcement was sent to the major school systems in the United States as described previously in this report. We also sent announcements to many smaller school systems where we believed there might be interest in the institute. A random selection was also made from the private and parochial school directories and announcements were subsequently sent to these institutions. Due to the lateness of being informed of this grant, we attended a number of educational administration meetings in which we informed prospective participants of this opportunity.

   All mailings and contacts were made during the month of April and the first week of May. Our local newspapers carried announcements of this program as did various university bulletins. A number of recipients indicated that their local news services had also recognized them when they received approval for attendance at the institute.

   Following the original announcement, we sent application blanks to all who requested them. Upon receipt of the applications the participants were selected and were notified of their acceptance. A copy of this letter is attached as well as a copy of the application. We also notified those persons whose application had to be rejected. Again a copy of the letter is attached. We did select a group of ten alternates who received a letter indicating that they were alternates and as a vacancy occurred in the original nominees they would be notified. During the course of the institute, correspondence was directed to the participants informing them of activities and requesting information of them. We have included several samples of this type of information.

2. Application Summary

a.	Approximate number of inquiries from prospective trainees (letter or conversation)	350
b.	Number of completed applications received	245
c.	Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission)	110
d.	How many applicants were offered admission	50

3. **Trainee Summary**

a. Number of trainees initially accepted in program	40
Number of trainees enrolled at the beginning of program	40
Number of trainees who completed program	40
b. Categorization of trainees	
(1) Number of trainees who principally are elementary or secondary public school teachers	0
(2) Number of trainees who are principally local public school administrators or supervisors	30
(3) Number of trainees from State education groups	4
(4) Number of trainees from colleges or universities, junior colleges, research bureaus, etc.	
Dir. of Research	2
Consultant - Educ. Agency	4

4. **Program Director's Attendance**

a. What was the number of instructional days for the program?	40
b. What was the percent of days the director was present?	100

Financial Summary

	Budgeted	Expended or Committed
a. Trainee Support	$46,820.00	$46,200.00
(1) Stipends		
(2) Dependency Allowance		
(3) Travel		
b. Direct Costs		
(1) Personnel	16,200.00	16,000.00
(2) Supplies	00.00	00.00
(3) Equipment	1,000.00	925.00
(4) Travel	900.00	600.00
(5) Other	350.00	200.00
c. Indirect Costs	4,780.00	4,780.00
TOTAL	$70,050.00	$68,705.00